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ABSTRACT

This experimental program in oral English at the Ector High School in Odessa, Texas is designed primarily to help the minority group, disadvantaged, high school student who is a potential dropout. During the three weeks of orientation, 97 students were introduced to the daily metropolitan newspaper which served as the stimulus material and were informed that in this non-traditional course they would be using office-type (IBM Executive Dictating) machines. During the fourth week, the rationale and objectives were explained. It was made clear that the degree of change in the students' speech would be limited to those deviations which actually constitute a handicap. All that is necessary to persuade a student to recognize and acknowledge that a problem exists is to have him recall the number of times he was asked to repeat what he had said because his listener failed to understand him. (The instructor must first create a climate of respect for the student's culture, however, or this may invite disaster by making the student defensive.) The course work progressed from writing everything down before dictating, to deliberating before responding, to spontaneous response. As specific deviations were identified, special drills were designed for practice in standard pronunciation. Each student recorded at least twice weekly for auditing with the instructor. Evaluation of the tapes showed "considerable progress." (AMM)

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EXPERIMENT AT ECTOR

An Oral English Program

Ector High School

Odessa, Texas

1968-1969

Virginia Riggs

PRELIMINARY REPORT

FIRST DRAFT

AL002279

ORAL ENGLISH

PART I: An overview of the program

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Introduction and Orientation
The Structured Level
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The Spontaneous Level

**PART II is not included with PART I (AL 002 279) because of the inclusion of copyrighted materials which require releases in the process of being obtained.

EXPERIMENT AT ECTOR

The Rationale

The ethnic composition of Ector High School is 46% Spanish-speaking students of Mexican descent, 29% Negro, and 25% Anglo-American. The speech patterns of these students are identifiable by culture. While this in itself is not undesirable, many of these students have speech patterns that differ from those accepted as community standards to such a degree that the student's speech becomes a determining handicap.

The speech patterns of the Negro and the Anglo-American are native, but those of the Mexican-American are acquired as a result of the necessity that he be bilingual. Although the student's peer group within the academic environment is biracial and bilingual, he is disposed to restrict his associations to those students within his own culture. Difficulty in oral communication is a contributing, if not a determining, factor. This barrier must be lowered before better communications, and therefore better understanding, can be achieved between cultures.

There is a direct correlation between deviate speech patterns and academic performance. In those courses of study requiring advanced verbal skills, the student usually falls below the required performance level. In those courses where manual dexterity is the determining factor, the student often enjoys a large degree of success. Despite a speech handicap, some students are able to achieve at an acceptable level in either area, but their potential may have been greatly diminished.

Many of the students at the high school level are employed, but where speech deviation is great enough to be a handicap, the jobs held are those service jobs which require a minimum of oral communication. Such a handicap restricts advancement in all cases and is cause for dismissal in some.

Speech patterns which deviate from the community standard tend to isolate the student within his native culture and environment, doom him to academic failure, and restrict his potential employability to those jobs requiring minimum oral skills. The degree to which his speech patterns vary from those of the community must be diminished if he is to find an acceptable and satisfying place in a multi-cultured society, find employment that utilizes to the fullest his skills and abilities, and function as a useful and responsible citizen.

The experimental program in oral English is designed primarily to meet the needs of the high school student who is a potential drop-out due to failure to achieve academically and who rejects the academic program as irrelevant to his needs. Values reflective of his culture and attitudes resulting from his efforts to reconcile differing cultures must be recognized if a successful program is to result. The student's alienation from

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the academic community and the authority figures which represent it are the results of a history of failure and defeat. Success is determinate on his conviction that he is acceptable as a person, that his culture and his goals are worthy in the eyes of the academic community, and that the program proposed is designed specifically to propel him in the direction he chooses to move.

The most dynamic and effective way to illustrate his speech discrepancies to the student is for him to have his voice recorded. The impact of an instant audio-image of his speaking voice identifies immediately the degree of deviation. His own frustrating experiences in attempting to communicate outside his cultural environment further contribute to his recognition of this deviation as a handicap. The need for change must be based on the concept that his current speech patterns are not undesirable, but that they are impractical and ineffective in a multi-cultured society.

The student's motivation is dependent on a compulsion to communciate. He must feel a need to speak and to be understood so great that he is willing to bend every effort to acquire mechanical speech skills. The stimulus material must be relevant to his needs if motivation is to be achieved.

The course of study utilizes the IBM Executary dictating machine as the audio-graphic implement and a daily newspaper as a stimulus material.

The audio-graphics machine allows for instruction on an individual basis. The machine provides for recording and instant replay at a volume level low enough to permit simultaneous use within the classroom, yet high enough to be audible to the individual and the instructor. It is a self-contained unit and each student is able to work at his own pace and ability level. Essential features of the machine are simplicity of operation and sturdiness of construction. The machine enables the student to form a graphic audio-image of his speaking voice and speech patterns. Sequential reinforcement of standard audio-images will condition the mind and ear to reject deviate patterns. The degree of deviation will be reduced when standard usage and patterns become involuntary.

A daily newspaper has been proved an effective stimulus material and a powerful motivating force in the teaching of language skills. The student has been exposed for many years to traditional teaching materials, and, justifiably or not, he rejects them as being irrelevant to his needs. Textbooks and programmed materials are symbols of defeat. A newspaper appeals to him as being relevant, contemporary, adult, and representative of that world which he sees as immediate and in which he expects to become involved as soon as possible. The newspaper encompasses both the art and the science of the language. The speech patterns of most newspapers are representative of American speech patterns as a whole and may be used as an acceptable criterion of achievement.

The student whose native or acquired speech patterns deviate from the community standard to such a degree that they are a determining handicap socially, academically, and economically must have a program whose objective is to retrain those patterns to permit him to communicate successfully at a functional level in a multi-cultured society.

Physical Plant

The communications laboratory provides 25 training stations for students plus one instructor station. The student stations are numbered 2 through 26, and units 3 through 26 are double stations. The room is devided into two sections with a wide aisle down the center. One side has six double stations and one single station. The other side has six double stations. Electrical outlets above the floor follow the side walls and provide an outlet for each stations. Students and instructor move down the center aisle.

Desks are detached, flat table top with a storage unit for books. Detached chairs with casters allow free movement with a minimum of noise.

Each station is equipped with an IBM Executary dictating machine. Each student is provided a folder which accommodates a recording band. These folders are housed on shelves according to class and never leave the classroom. The folder provides a plastic spade which protects the recording bank and the folder also provides a pocket for instruction material.

PROCEDURE

Orientation

A period of approximately three weeks was allowed for orientation. During this period students were introduced to the stimulus material, a metropolitan daily newspaper. Also during this period they were informed that the course would depart from the traditional and that they would be using office type machines.

The period of orientation may be shortened, but it cannot be eliminated. It is during this time that the instructor must create the atmosphere for learning and establish rapport between instructor and students. To introduce the machines before the posture of each class is set is to invite vandalism.

Introduction of Objectives and Machines

At the beginning of the fourth week, the rationale and objectives of the course were explained. This is possibly the most critical step in the entire program. If the students do not comprehend and accept the objectives, progress may be minimal.

The students were first acquainted with regional speech variations which are different but which do not necessarily handicap conversational communication. Certain speech deviations which develop wherever society divides itself for any reason do become a handicap, and this is not limited to race or native tongue.

The word "pecan" was given as an example of geographical variation in pronunciation. In the Southwest, the word is pronounced with both vowel sounds short and the accent on the second syllable. In the northeastern areas, especailly metropolitan New York, the word is pronounced with both vowel sounds long and the accent on the first syllable. The deviation in pronunciation from one geographical area to another can become an absolute barrier to function communication such as the purchase of a package of nuts.

It must be made abundantly clear to the student that the degree of change in his speech will be limited to those deviations which actually constitute a handicap. Culture reflected in his speech should be a source of pride, and the objective of this course is in no way to erase evidence of that culture. The extent to which he chooses to go in patterning his speech to that of the majority of the community is an option that is solely his to exercise. It is pointed out to the student that the dialect common to the Southwest is possibly among the least melodious of any in the nation and that the intonations and inflections of his own cultural speech patterns are far more pleasing to the ear provided that they are clear and distinct and meet the more general rules of good usage.

Before the student can accept a goal worthy of his efforts, he must first be willing to recognize that a problem exists. At the secondary level, the student is actually subconsciously, if not consciously, aware of the problem. All that is necessary to create conscious awaremess is to call his attention to the number of experiences he has had wherein he was asked to repeat what he has said because his listener failed to understand him. He first encountered this problem in most cases when he entered school. However, as teachers adapted themselves to understanding the student or both accepted the necessity to repeat spoken communication, this problem slipped into the realm of the subconscious. His spoken encounter with the problem was on an occasion when he was compelled to transact business or make purchases in a store where employees were from another culture. These occasions may have been limited in number because the student most often makes his purchases near his own neighborhood where the personnel is most likely to be from his own culture. His third encounter, and the one where he is most likely to become consciously aware of speech handicaps, is when the student enters the employment market. By the time he has reached the junior level of high school, almost all of the boys and many of the girls have had some experience in the labor market. The exception to this is the Mexican girl whose culture does not encourage her to seek employment outside her culture.

All that is necessary to persuade the student to recognize and acknowledge that a problem exists is to call these experiences to his attention, <u>provided</u> the instructor has created a climate of respect for the student's culture. To fail in this respect is to invite disaster by making the student defensive. Once the problem is acknowledged by the student and his awareness of it is reinforced by the sound of his own voice which he may never have heard before, he readily accepts the goal set before him as one worthy of his efforts.

The goal as stated to and by the student is simple and direct: to make his speech clear and distinct to the degree that he can converse easily and with confidence with a person of any culture group. The student should never be allowed to lose sight of his goal. The instructor should bring the discussion

back to this point frequently so that the student is ever conscious of just what objective he is attempting to achieve and that it is attainable and worthy of his efforts.

For his own benefit, the instructor may find it desirable to articulate and categorize the objectives in more detail:

The long range objectives for this student are three-fold:

1. To enable the student to communicate orally at a functional level socially, academically, and economically without his native culture.

2. To destroy those barriers which tend to isolate a culture from society as a whole.

3. To create those values of self-confidence and self-respect which isolation tends to nullify.

The immediate objectives are:

1. To encourage acceptable grammatical usage as defined by the community.

2. To change those patterns of enunciation and pronunciation which cannot be understood without the student's own culture.

3. To eliminate those usages which are peculiar to a culture to the extent that they are meaningless to anyone outside that culture.

4. To build active vocabulary.

The IBM Executary dictating machine is a compact unit designed for office use. Model 211 operates on 105-125 volts, 60 cycles. It measures approximately 9-1/2 by 11 inches and stands four inches high. The machine weighs eleven pounds. A full power controlled microphone with coil cord is suspended on a cradle from the left hand side of the machine. The machine records for fourteen minutes on a revolving magnetic tape which is inserted from the right hand side of the machine over two rollers housed within the machine. Seated in the microphone is a lever which provides instant replay of the last six seconds of recorded material. Located at the front of the machine is a scanning bar which enables the student to immediately play his entire tape or to begin the replay at any given point on the tape. Recording is amplified through solid state speakers, one contained in the microphone itself at a volume audible only to the dictator and the second at the rear of the machine providing volume audible throughout the room. Partial erasure of given material requires only that the student set his scanning bar at the beginning of the material he desires to delete and record over it. A simple control located over the magnabelt erases the entire belt in six seconds. The student uses the same tape housed in his individual folder as long as it is serviceable, in many cases throughout two full semesters.

The average student will master operating skills adequately within one class period. At the end of a full week of instruction and use, mechanics of operation have become so automatic as to no longer require his attention or to be a factor in instruction.

Levels of Usage

Peoples of all cultures automatically and instinctively vary their level of usage to one appropriate for the situation or the particular group of people with whom they are speaking. The ability to change level of usage from one culture to another is considerably more difficult and requires conscious attention and discipline.

Acquisition of this skill may not prove as difficult for the bilingual student as for the native English speaker. Once the bilingual student has mastered certain usages, the change from one culture to another will actually involve a change of languages. Therefore, he may not be as apt to revert to those deviations which proved a handicap. Furthermore he may be able to make the transition from acquired deviations to standard usage at an earlier age than the Negro or Anglo-American student. It is even possible that the bilingual student who enters school speaking no English may never acquire these deviations if instruction is immediate and reinforced throughout his academic life.

For the native English speaker whose environmental language actually differs in structure from that which might be considered community standard, the change from one level of usage may require more training, more practice, more discipline, and more motivation. The environmental language is so deep seated and reinforced with such frequency that no sustained change may be possible before adolescence when his contact with other cultures is broadened. At the elementary or intermediate level, his skill in judging the appropriate usage may be confined to the difference between what is suitable for use in the presence of the classroom teacher and what will suffice for all other occasions.

The concept of different levels of usage may be acquired almost subliminally throughout the course of study. At any rate the concept should not be articulated until the last stages of instruction. The student's objective as previously stated may be all that he can consciously view at one time without feeling overwhelmed.

Class Composition

A total of 93 students was enrolled in the oral English program. A total of 79 students completed the course. Of the 14 students who left the program, seven transferred to other schools, one entered the armed forces, one joined the Job Corps, one dropped out after being arrested for burglary, and two were sent to reform school. Others who left the program stated that they were going to work. It was not feasible to enter a student in the program after the period of orientation. The actual drop-out rate is less than ten per cent.

Of the 79 students who completed the course, 17 were Negro males, 12 were Negro females, 29 were Mexican males, and 20 were Mexican females. A number of Anglo-American students began the course, but they were among the group who either transferred or dropped out. One Anglo-American girl completed the course.

Students ranged in age from 15 to 21. One class consisted entirely of sophomore students taking sophomore English. The three junior classes, however, contained not only junior students but many senior students who needed junior credit for graduation.

Students were assigned to these classes on the basis of past academic performance, teacher recommendation, and standardized test scores.

Instruction

The entire program of instruction is based on the premise that at this point in the student's academic career there is too little time to completely eliminate his environmental language and retrain him to use community standard English. The basic approach is to use as much material as possible which initiates with the student within the structure of his own usage. Instruction will be aimed primarily at those most common usages which create the greatest handicaps. Method of instruction is based on three progressive levels.

The initial level has been termed the structured level. This level requires the student to write down everything he intends to say in his own words before dictating the material into his machine. Many students have mastered written skills in standard usage which are not reflected in their speech. In other words, although they may write the words "he thinks", using the "s" ending does not exist in the structure of the student's environmental grammar and so he continued to say "he think." By having the student first write it is possible to take advantage of skills he already has but does not use in his speech.

In the beginning, this instruction took the form of answering questions based on material in that day's paper. It is during this period that the instructor is able to indentify and isolate specific speech patterns and deviations. In some instances these deviations crossed culture lines and were common to all three cultures, but primarily the deviations were indentifiable by culture. Specific deviations are detailed in a later portion of this report. During this period the material for dictation response was primarily objective in nature. As specific deviations were identified, special drills were designed to give the student instruction and reinforcement in correct or standard pronunciation and enunciation.

At the structured level, each student recorded at least twice weekly for auditing. All recordings were audited by the instructor and the student listening together. Errors were identified and marked in the student's spiral notebook. The student then rerecorded to correct his errors. The material for the second recording was structured to require repetition of the usages where errors were made, and this recording was graded in the student's presence. Also during this period, it was noted that deviations in phrasing and inflection were a serious handicap for all students. A unit on poetry was used to remedy this problem. This material was carefully selected to encourage proper phrasing and inflection. This unit was so successful it was expanded and repeated at a more complex level later in the course.

In the 11th and 12th week of the program, the students were introduced to the second level of instruction, termed the deliberate level. At this point the students considers his subject carefully, deliberates, and mentally formulates his response. The purpose of this level is to draw the student away from his dependence on the written word and more nearly simulate conversation speech.

The transition from the structured response to the deliberate response proved difficult for some students who found security in the written word, easier for others who found writing imposed a difficulty for them. Each student was allowed to make the transition at his own speed and in the manner that seemed best for him. Many students found a dittoed outline useful; others made notes. Complete transition for all students required a period of approximately four weeks.

At this point in the instruction, it is necessary that more and more of the responses be subjective in nature. The teacher no longer has the written work to clarify responses that are not clear and auditing actually assumes more validity in this respect. However, at the same time individual voices and dialects have become so familiar as to make it difficult to distinguish between clarity of response and familiarity with response. This problem is diminished when each tape is subjective or based on different stimulus material. For instance, if each student is charged to read a story in the newspaper which interests him and then retell the story into his recorder as he might tell it to his family at the dinner table that night, the variety in responses increases. It has been necessary for the teacher to give only one set of instructions but the different responses possible could number in the hundreds.

As responses become more subjective in nature, emphasis can be noted in the difference in and respect for other cultures. Notebooks are still used even though the students no longer are writing their responses. A page in the notebook serves to note the date and subject of discussion, as well as providing a place to make comments and place a grade. Students worked at the deliberate level of response from ten to twelve weeks reinforcing good usage and clear speech. As good performance rises, students dictate for longer and longer periods and gain confidence in their abilities to discipline the use of skills they have acquired.

At the beginning of approximately the seventh month, or two-thirds way through the program, the students were gradually taken into the final level of instruction, the spontaneous level. Almost all students have a disciplined control of clear and distinct speech, and this level is to train students to maintain that discipline in an immediate and spontaneous response. This most often involved some sort of exercise in which the instructor dictated questions or a stimulus to which the student must respond instantly and within a given period of time. Questions or stimulus varied from subjective to objective but always centered around material with which the student was quite familiar. This may have concerned something personal or as a result of structured discussion of objective material.

One unit of study during the spontaneous level was based on a Sunday supplement that was included in their newspapers entitled "Youth and the Law." Each day one section of the booklet was studied in detail and applicable stories found in the newspaper. Each discussion was followed the next day by a review in the form of dictation response. All study was in the form of oral response, but every student responded to every question or every stimulus. Seven days after this unit was completed, students took the only written test given during this course of study. The purpose of the test was to establish the level of retention of objective material when no written work had been used. Details are included in a later portion of this report, but retention percentages proved to be considerably higher than is normal for this type of material.

Another unit at this level included the study of more classical forms of American poetry. This unit proved so popular that many students were coming in on their own time to record. Recordings were so good that many were kept for permanent files.

The level and the year were concluded with the making of the second tape for evaluation purposes.

Problems and Solutions

Only two major problems presented themselves.

The first problem involved the instructor's anticipation of what the student is going to say to the extent that he cannot distinguish between what he hears and what he anticipates hearing. If all students are performing essentially the same exercise, anticipation begins after auditing some half-dozen tapes and there are possibly as many as a hundred tapes still to be audited and evaluated.

This problem was met in two ways. At least one recording each week is approached by the student subjectively. This assures a variety of responses and eliminates anticipation to a considerable degree. However, certain key words and phrases will appear identically in enough tapes so that the problem is not entirely solved. The second approach to the problem involved the stimulus material. If the newspaper is used as the source material, it provides enough material so that each student may be assigned a different story on which to base the subject of his recording. Because this material is ample and new each day, it provides an endless source of stimulus material.

The second problem involves limitations of time on the part of the instructor for auditing purposes. Individual attention to each student is essential to his success, particularly where the disadvantaged student is the subject. In a 55 minute class of twenty students, this allows less than three minutes per child for auditing and individual attention. This problem has been met in a variety of ways.

The first recording of the week is kept reasonably brief and is primarily diagnostic in purpose. The second recording is considerably longer and as much as two days are allowed for auditing. This does not mean that the student is necessarily idle until his tape is audited. The difference in pace at which individual students work widens the intervals at which time they are ready to be audited. Students are required to audit their own tapes for errors and to audit one another's tapes. When a student audits the tape of another student, he must cross the culture line. In other words, a Negro student pairs off with a Mexican-American or an Anglo-American student for cross-auditing.

The room speaker offers two alternatives in the auditing process. A subject may be posed for response and different students called upon each time to respond on the room speaker. The student responds to every stimulus given, but his response may be played for the entire class only once or twice. These responses are of necessity brief but a large number of students may be heard in a relatively limited period of time.

The room speaker may also be utilized by having each student play his response in turn. This provides an opportunity for the entire class to participate in the auditing process. If the instructor is facing the class, it is easy to tell by the expressions on the faces of the students if anyone is having difficulty understanding the speaker. This process of auditing moves extremely fast.

For maximum results, the final audit by the instructor must be individual and made in the student's presence. The only solution to this problem is to limit the size of the classes.

Evaluation

The only valid means of measuring the effectiveness of this program seemed to be a comparison of the student's speech before and after instruction. Two tapes were made for this purpose, one at the beginning of the program and the second near the end.

The pre-instruction tape was made at the end of the orientation period. To eliminate familiarity with the audio-graphics machine as a factor in the evaluation process, it was essential that every student be completely familiar and at ease with his machine before these tapes were made. As soon as this fact was ascertained, each student was given a brief autobiographical outline and asked to simply tell his story in his own words. Students were required to speak spontaneously and were not allowed to make notes or write out what they intended to say. This is a subject about which each student is an authority so familiarity with subject matter is not a factor. Each tape was marked for identification purposes and filed.

The post-instruction tape was made near the end of the eighth month. Exactly the same method was followed in making the second tape as in making the first tapes. The tapes were then paired for evaluation. Because it was impossible to get 100% attendance on either day evaluation tapes were made, a total of 44 sets of tapes were available for evaluation purposes.

Two individuals outside the school system were asked to act as evaluators. One was chairman of the English department of a college and the other was an officer of a local bank. Each evaluator worked independently. Each pair of tapes was evaluated for degree of improvement and rated "poor, fair, good, excellent The rating of each evaluator was then paired and the qualitative ratings converted to a numerical scale of one to seven.

On twenty-one pairs of tapes, the rating of the evaluators was identical. On twenty pairs of tapes, the ratings were touching; i.e. one evaluator checked "fair," one checked "excellent." Only on three tapes were the evaluations not touching. A distribution table of scores on the group as a whole showed a median rating of 4, or improvement of "fair-good." A more accurate picture is revealed, however, when it is noted that such a large number of students fell into the median range that a total of <u>seventy</u> percent of the students evaluated fell into the <u>median or above</u>.

See "Evaluation Tabulation" and "Median Scores" for further information.

Evaluation Tabulation

Name	Age	Sex	Class.	C.G.	Em.	R.	A.	NR
Adams, Harry	16	M	J	N	X	F	F	3
Aleman, Jim	17	M	J	M	X	F	E	5
Alford, Jack	18	M	J	N	X	F	G	4
Arthur, Johnnie	16	F	J	N		G	G	5
Brown, LeRoy	17	M	J	N	X	G	G	5
Carillio, Pedro	17	M	JR	M	X	G	G	5
Castillejos, Ada	18	F	Sr.	M		G	E	6
Davidson, Mary	17	F	J	A	X	F	G	4
DelaCruz, Frank	17	M	J	M	X	G	F	4
Gentry, Charles	18	M	J	N	X	G	G	5
Gomez, Lupe	17	F	J	M		G	F	4
Gomez, George	18	M	J	M	X	F	F	3
Haynes, Elton	16	M	S	N	X	G	E	6
Hernandez, Joe	21	M	Sr.	M	X	G	F	4
Hobbs, Evelyn	16	F	S	N		E	F	5
Huerra, Socorro	18	F	S	M		F	G	4
Huerta, Elijio	17	M	S	M	X	F	F	3
Hutchings, Vina	17	F	Sr.	N		F	F	3
Jackson, Davey	16	M	S	N	X	F	F	3
Jaquez, Christine		F	S	M		G	E	6
Jiminez, Mike	16	M	S	M	X	P	F	2
Johnson, Jessie		M	S	N	X	E	G	6
Jones, Landers	17	M	S	N	X	F	F	3
Juarez, Oralia	16	F	S	M		G	F	4
Lee, Audrea	17	F	J	N	X	G	G	5
Lockhart, Carolyn	17	F	J	N		G	G	5
Marquez, Armando	17	M	S	M	X	F	F	3
Marrero, Juan	17	M	S	M		F	P	2
Matta, Fred	17	M	J	M	X	F	G	4
Medlock, Clarence		M	S	N	X	F	G	4
Medrano, Joe	17	M	J	M	X	P	F	2
Mesa, Carol	17	F	J	M		G	G	5
Miller, Gary	16	M	J	N		F	F	3
Muller, Doris	16	F	S	M		G	G	5
Nabarette, Anita	18	F	J	M		F	F	3
Richardson, Arsena	17	F	J	N		P	E	4
Rios, Albert	16	M	S	M		F	G	4
Rodriquez, Johnny	17	M	S	M		G	G	5
Salgado, Joe	17	M	J	M	X	G	G	5
Sandate, Paul	19	M	Sr	M	X	G	F	4
Shelton, Emma	16	F	S	N		G	F	4
Sledge, Earl	17	M	J1	N	X	F	G	4
Trejo, Viola	17	F	J	M		F	G	4
Vasquez, Mary H.	16	F	S	M		F	F	3

Numerical Rating Scale
7 - Excellent
6 - Excellent-Good
5 - Good
4 - Good-Fair
3 - Fair
2 - Fair-Poor
1 - Poor

MEDIAN SCORES

Group
N = 44
M = 4
7-0
6-4
5-12
4-15
3-10
2-3
1-0

Culture Group
Mexican-American N=25, M-4
Negro-American N=18, M-4
Anglo-Saxon N=1, M=4

Mexican-American
7-0
6-2
5-6
4-9
3-5
2-3
1-0

Negro-American
7=0=
6-2
5-6
4-5
3-5
2-0
1-0

Classification
Sophomores N=18, M=4
Juniors N=26, M=4

Sophomores
7=0
6-3
5-3
4-5
3-5
2-2
1-0

Juniors
7-0
6-1
5-8
4-11
3-5
2-1
1=0

Sex
Males N = 26, M=4
Females N =18, M= 4
Males
7-0
6-2
5-6
4-9
3-6
2-3
1-0

Females
7-0
6-3
5-6
4-6
3-3
2-0
1-0

Employment Status
Employed Students N=24, M-4
Unemployed N-20, M-4
Employed
7=0
6=2
5=6
4=8
3=6
2-2
1-0

Unemployed
7-0
6-2
5-6
4-7
3-4
2-1
1-0

Conclusions and Recommendations

This is a viable program of instruction to meet the objectives as stated. Certainly the fact that the average person's use of language is approximately 90% oral and 10% written justifies increased emphasis on oral skills. Progress toward reaching the objectives may be based on three precepts:

1. The student's acceptance of the objective
2. The teacher's acceptance of the student's culture and language structure
3. A program of instruction based on changing only certain aspects of the student's native or acquired grammar structure.

During the first year of the program, it was necessary to devise methods of approach by trial and error. The evaluation shows that considerable progress was made. Further evidence of the validity of the program is contained in the following statement by Dr. Paul Diederich, senior research psychologist at Educational Testing Service, made after auditing the evaluation tapes: "I still can't get over the altogether unprecedented improvement in the speech of these students that was revealed by the tapes. The differences between first and last tapes are ... gross and obvious. Just playing the tapes is the only test of "significance" really needed. When you get an order-of-magnitude effect like this, you don't really need anything fancy with statistics." The second year of instruction should reveal a considerable rise in the degree of improvement.

It is nonsense to tell a student that he is not communicating when he says, "I ain't got no money." Such a statement is clear to anyone. However, if the student's speech is such that the listener cannot understand the words spoken, then it matters not whether he is using standard or non-standard English. Therefore, clear and distinct speech is the primary objective.

However, it is deceptive and unjust to the student to lead him to believe that the achievement of this objective is sufficient. It is only the first step. The student must conform to certain accepted grammatical standards in any community if his speech is not to be a continuing handicap. If a white collar job is his goal, then he must learn to say, "I don't have any money." Incorporated into the second year of this program will be the additional objective of isolating the most common and the most detrimental grammatical errors and to teach toward their elimination.

Attention is called to the fact that this program was designed and developed solely for the minority group, disadvantaged, secondary student. However, the principles of the oral English lab lend themselves to a large variety of objectives with students of all ages and ability groupings.